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1. ACCESSION NO.: ED002745
2. ERIC SATELLITE CODE:
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4. SOURCE
Long Beach Unified School District
Long Beach, Los Angeles County, California

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[X] Yes [ ] No

5. TITLE
PROJECT II EARLY CHILDHOOD EDUCATION - PRE-SCHOOL

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[ ] Yes [ ] No

6. AUTHOR(S) Laufenberg, Francis

7. DATE 12-1-65
8. PAGINATION 31p.
9. REFERENCES 2 ref.

DATE, NAME, AND COMPLETE ADDRESS OF AUTHORITY
TYPE OF RELEASE

10. REPORT/SERIES NO. N.A.

11. CONTRACT NO. N.A.

12. PUBLICATION TITLE
N.A.

13. EDITOR(S) N.A.

14. PUBLISHER N.A.

15. ABSTRACT *(250 words max.)*

Approximately 660 four-and five-year-old children from low-income families are enrolled in 10 schools for daily half-day sessions in a program designed to overcome physical, cultural, and other problems which might impede their educational progress.

The program, funded jointly by the Elementary and Secondary Education Act and the Economic Opportunity Act, provides each enrollee with a complete physical examination, including laboratory tests, needed immunizations, a dental examination, and follow-up care. A flexible daily schedule includes activities related to art, music, literature, science, and play, selected to give the children a sense of achievement and recognition, an introduction to new interests, a greater awareness of the wonders of their environment, and a release for physical and emotional tensions. A principal and 17 teachers comprise the professional staff for this part of the program. Children enjoy a snack of cookies and juice when they arrive, and lunch at the close of the session.

Parents may gain a better understanding of their children through planning, guiding, and discussing the preschool activities under the leadership of school personnel. Parents are also encouraged to attend near-by adult education classes. Parents may also be employed by the school as community relations workers, nurse assistants, food handlers, clerks, or maintenance workers. The 17 teacher assistants are community residents. Home consultants and neighborhood workers make home visits, identify problems requiring extended or intensive help, and refer them to the appropriate community agencies. The program also employs three school psychologists, two speech therapists, and three nurses.

16. RETRIEVAL TERMS *(Continue on reverse)*

	preschool education early childhood culturally disadvantaged low income parent participation family-school relationship medical services		social services nutrition enrichment activities costs budgets

17. IDENTIFIERS

Long Beach Unified School District Project II	Elementary & Secondary Education Act Operation Head Start

OE 4304 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

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Office of Compensatory Education

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW INCOME FAMILIES

(TITLE II, PUBLIC LAW 81-874 AS AMENDED BY P.L. 89-10, TITLE I)

ED002745

Part I - Basic Data

INSTRUCTIONS	TO BE COMPLETED BY STATE EDUCATIONAL AGENCY			
PLEASE READ THE ACCOMPANYING INSTRUCTIONS BEFORE COMPLETING THIS QUESTIONNAIRE. MAIL ORIGINAL AND 4 COPIES TO THE STATE EDUCATIONAL AGENCY.	STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	CONGRESSIONAL DISTRICT
	14	019	5220	32

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

THE APPLICANT DESIGNATED BELOW HEREBY APPLIES TO THE STATE EDUCATIONAL AGENCY FOR FINANCIAL ASSISTANCE PURSUANT TO PUBLIC LAW 81-874, TITLE II [PUBLIC LAW 89-10, TITLE I] AND ASSURES THAT: THE FILING OF THIS PART I OF THE APPLICATION HAS BEEN DULY AUTHORIZED BY THE LEGALLY CONSTITUTED GOVERNING AUTHORITY OF APPLICANT LOCAL EDUCATIONAL AGENCY AND THE REPRESENTATIVE EXECUTING THIS APPLICATION HAS BEEN DULY AUTHORIZED BY FORMAL ACTION OF SAID GOVERNING AUTHORITY TO FILE THIS PART I OF THE APPLICATION FOR AND IN BEHALF OF SAID APPLICANT, AND OTHERWISE TO ACT AS THE AUTHORIZED REPRESENTATIVE OF THE APPLICANT IN CONNECTION WITH THIS APPLICATION. SAID AUTHORIZATION WAS VOTED AND MADE A PART OF THE MINUTES IN AN OFFICIAL MEETING OF THE GOVERNING AUTHORITY HELD ON November 29, 1965.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY	AUTHORIZED REPRESENTATIVE FOR LEA	
Long Beach Unified School District	NAME AND TITLE (TYPED OR PRINT) Dr. Francis Laufenberg, Assistant Superintendent (Business)	
CITY OR TOWN Long Beach	COUNTY Los Angeles	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE) 701 Locust Avenue Long Beach, California 90813
CONGRESSIONAL DISTRICT 32nd	STATE California	SIGNATURE Francis Laufenberg
		TELEPHONE (AREA CODED LOCAL NO.) 213 436-9931
		DATE December 1, 1965

SECTION A - ORGANIZATION AND MEMBERSHIP DATA

1 NUMBER OF ELEMENTARY & SECONDARY SCHOOLS BY GRADE SPAN

MAKE AS MANY ENTRIES IN COL. 1 AS THERE ARE GRADE SPANS (COMBINATIONS OF GRADES K-2, K-6, 7-9, ETC.) INDICATE IN COL. 2 NUMBER OF SCHOOLS WITH EACH SUCH COMBINATION AND TOTAL NUMER OF SCHOOLS.

GRADE SPANS (K-8, 9-12, ETC.)	NUMBER OF SCHOOLS
K-6	53
K-8	1
K-12	1
7-9	14
9-12	1
10-12	5
TOTAL NUMBER OF SCHOOLS	75

2 CURRENT MEMBERSHIP AS OF FALL 1965, AS NEAR OCT. 1 AS POSSIBLE (INCLUDE DATA ONLY FOR THOSE GRADES FOR WHICH APPLICANT IS RESPONSIBLE UNDER STATE LAW. IF NECESSARY, ESTIMATE AND WRITE "EST." BESIDE ENTRY).

GRADE LEVELS 1	NUMBER OF RESIDENT AND NON-RESIDENT USE BEST DATA AVAILABLE TO INDICATE TOTAL MEMBERSHIP 2	NUMBER OF NON-RESIDENT IF DATA NOT AVAILABLE BY INDIVIDUAL GRADES, BRACKET GRADE SPANS (1-8, 9-12, ETC.) AND ENTER TOTAL NUMBER FOR EACH GRADE SPAN 3
PRE-SCHOOL BELOW KING.	None	None
K *	6,005	22
1	5,513	19
2	5,438	17
3	5,294	8
4	5,417	10
5	5,416	2
6	5,517	8
7	5,497	4
8	5,506	7
9	5,574	9
10	5,589	7
11	5,577	18
12	5,503	25
OTHER (INCL. SPECIAL UNGRADED, ETC.)		None
TOTALS:	73	156

*Totals listed [illegible] State [illegible]

3 LEGAL NAMES OF DISTRICTS IN WHICH NON-RESIDENT CHILDREN REPORTED IN ITEM 2, COL. 3 RESIDE, AND THE COUNTY OR COUNTIES IN WHICH EACH SUCH DISTRICT IS LOCATED.

LEGAL NAME OF DISTRICT	COUNTY OR COUNTIES
ABC Unified	Los Angeles
Bellflower Unified	" "
Compton City	" "
Downey Unified	" "
Los Angeles Unified	" "
Norwalk-LaMirada Unif.	" "
Paramount Unified	" "
[illegible]heim Elementary	Orange
[illegible]dia Elementary	"
[illegible] "	"
Garden Grove "	"
Huntington Beach H.S.	"
Magnolia Elementary	"
Seal Beach "	"
Westminster "	"

ED002745

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Office of Education

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SECTION B - FINANCIAL DATA (IF DISTRICT HAS BEEN REORGANIZED, COMBINE DATA OF PREVIOUS-YEAR WITH DISTRICTS AS OF 1965-66)

1 BUDGET FOR CURRENT EXPENDITURES

A. AGENCY RESPONSIBLE FOR FINAL BUDGET APPROVAL	B. DATE SUCH AGENCY APPROVED 1965-66 BUDGET	C. IF NOT APPROVED, DATE SUCH APPROVAL EXPECTED
LONG BEACH UNIFIED SCHOOL DISTRICT (Board of Education)	August 9, 1965	

2 EXPENDITURES AND BUDGET

	1	64-65 EXPEND. 2	65-66 BUDGET 3
A	EXPENDITURES FROM CURRENT REVENUES FOR: ADMINISTRATION, INSTRUCTION, ATTENDANCE, AND HEALTH SERVICES, PUPIL TRANSPORTATION SERVICES, OPERATION OF PLANT, MAINTENANCE OF PLANT, AND FIXED CHARGES (SERIES 100-800 IN HANDBOOK II)	$ 37,250,736.	$ 40,968,095
B	EXPENDITURES FROM CURRENT REVENUES FOR: FOOD SERVICE DEFICIT (HANDBOOK II, ACCOUNT 930), STUDENT-BODY ACTIVITIES DEFICIT (ACCOUNT 1030), IMPROVEMENTS TO SITES (ACCOUNT 1210-C), REMODELING BUILDINGS (ACCOUNT 1220-C), AND INITIAL OR ADDITIONAL EQUIPMENT (ACCOUNT 1230)	377,817	888,927
C	TRANSFER PAYMENTS TO OTHER LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF APPLICANT'S CHILDREN (TO BE COMPLETED ONLY BY AGENCIES NOT OPERATING ANY SCHOOL)	-0-	-0-
D	(SUM OF A, B AND C) TOTAL:	$ 37,628,553	$ 41,857,022

3 AMOUNT OF MAXIMIM BASIC GRANT AS DETERMINED BY YOUR STATE EDUCATION AGENCY — $ 2,004,936.45

4 (IF BUDGET HAS FINAL APPROVAL, COMPLETE ITEMS 4A AND 4B BELOW)

A	30 PERCENT OF AMOUNT IN ITEM 2D ABOVE FOR 1965-66	$12,557,107
B	APPLICANT'S MAXIMUM BASIC GRANT IN ITEM 3 OR 4A ABOVE, WHICHEVER IS LESS	$2,004,936.4

(IF BUDGET DOES NOT HAVE FINAL APPROVAL, COMPLETE ITEMS 4C AND 4D BELOW)

C	20 PERCENT OF AMOUNT IN ITEM 2D ABOVE FOR 1964-65	$ X X X X X X X X X X X X X
D	APPLICANT'S MAXIMUM BASIC GRANT (ITEM 3 OR 4C ABOVE, WHICHEVER IS LESS) PENDING FINAL APPROVAL OF 1965-66 BUDGET	$ X X X X X X

5 APPLICANT'S COMBINED FISCAL EFFORT 1963-64, 1964-1965

	YEAR 1	CURRENT EXPENDITURES (FROM ACCOUNTS INCLUDED IN DETERMINING THE AMOUNTS IN LINE 2D ABOVE) TOTAL 2	FROM FEDERAL FUNDS (SEE INSTRUCTIONS) 3	FROM NON-FEDERAL SOURCES (COL. 2 - COL. 3) 4	AVERAGE DAILY ATTENDANCE (SEE INSTRUCTIONS) 5	AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS (COL. 4 ÷ COL. 5) 6
A	1963-64	$ 36,072,393	$ 7,054	$ 36,065,339	73,436	$ 491.11
B	1964-65	37,628,553	80,484.	37,548,069	72,968	514.58
C	INCREASES (DECREASES) 1964-65 OVER 1963-64	1,556,160	73,430	1,482,730	(468)	----------
D	ESTIMATED AMOUNT 1965 - 66	$ 41,857,022	$ 167,224	$ 41,689,798	72,230	$ 577.18

6 (IF AMOUNT SHOWN ON LINE 5C, COL. 6, IS A DECREASE, COMPLETE THE FOLLOWING)

A	AMOUNT OF DECREASE	$ X X X X
B	% OF AMOUNT ON LINE 5A, COL. 6.	$ X X X X

C IF LINE 6A ABOVE EXCEEDS LINE 6B, DOES APPLICANT ASSERT THAT THE COMBINED FISCAL EFFORT FOR 1964-65 WAS NOT LESS THAN 1963-64? 1 ☐ YES 2 ☐ NO. (IF "YES", EXPLAIN) IF ADDITIONAL SPACE IS NEEDED ATTACH A SEPARATE SHEET.

X X X X X

OE 4305 (9-65)

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BUDGET BUREAU NO. 51-R518
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APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW INCOME FAMILIES

(TITLE II, PUBLIC LAW 81-874 AS AMENDED BY P.L. 89-10, TITLE I)

Part II - Project Application

PLEASE READ THE ACCOMPANYING INSTRUCTIONS BEFORE COMPLETING THIS APPLICATION

MAIL ORIGINAL AND 4 COPIES TO THE STATE EDUC. AGENCY

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	DATE APPROVED	TOTAL AMOUNT APPROVED
14	0031	12/09/65	$ 458,606. ~~--~~

	FY OF FUNDS	MAXIMUM FEDERAL FUNDS AVAILABLE	AMOUNT PREVIOUSLY APPROVED	AMOUNT CURRENTLY AVAILABLE	COUNTY CODE	LEA NO.	LEA PROJECT NO. FY	LEA PROJECT NO. NO.	LEA PROJECT NO. COOP	AMOUNT APPROVED
1	~~1966~~	2,004,936.~~15~~	~~None~~	$2,004,936.4~~5~~	19	520	~~66~~	021		$ 458,606. ~~--~~
2			45,180	1,959,756. ~~--~~						$
3										$
4										$

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY (LEA)

THE APPLICANT(S) DESIGNATED BELOW HEREBY APPLIES TO THE STATE EDUCATIONAL AGENCY FOR APPROVAL OF A GRANT OF FEDERAL FUNDS FOR THE PURPOSE OF PROVIDING PROGRAMS FOR MEETING THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN OF LOW-INCOME FAMILIES AS SET FORTH IN THIS PROJECT APPLICATION.

THE APPLICANT(S) DECLARE(S) THAT THE DATA IN SUPPORT OF THIS APPLICATION ARE CORRECT AND COMPLETE; THAT THE FILING OF THIS APPLICATION HAS BEEN DULY AUTHORIZED BY THE LOCAL EDUCATIONAL AGENCIES DESIGNATED BELOW; THAT EACH UNDERSIGNED OFFICER HAS BEEN DULY AUTHORIZED BY FORMAL ACTION OF LOCAL EDUCATIONAL AGENCIES TO FILE THIS APPLICATION FOR AND IN BEHALF OF SAID APPLICANT(S) AND OTHERWISE TO ACT AS THE AUTHORIZED REPRESENTATIVE(S) OF THE APPLICANT(S) IN CONNECTION WITH THIS APPLICATION.

1. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

Long Beach Unified School District

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

Dr. Francis Laufenberg, Assistant Superintendent (Business)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)
Long Beach	Los Angeles	701 Locust Avenue Long Beach, California 90813	213 436-9931

CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE
32nd	California	Francis Laufenberg	December 1, 1965

CERTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR COOPERATIVE PROJECTS

2. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)

CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

3. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)

CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

4. LEGAL NAME OF LOCAL EDUCATIONAL AGENCY

AUTHORIZED REPRESENTATIVE FOR LEA

NAME AND TITLE (TYPED OR PRINT)

CITY OR TOWN	COUNTY	MAILING ADDRESS (STREET, CITY, STATE, ZIP CODE)	TELEPHONE (AREA CODED LOCAL NO.)

CONGRESSIONAL DISTRICT	STATE	SIGNATURE	DATE

SECTION A - PROJECT INFORMATION

1 BRIEF DESCRIPTIVE TITLE OF THE PROJECT

PROJECT II EARLY CHILDHOOD EDUCATION - PRE-SCHOOL

2 DESCRIBE THE PROJECT, USING ONLY THE SPACE BELOW

The project is patterned after "Head Start" and is integrated into that EOA program. It will serve 660+(4 year olds)children in 10 elementary school areas.

3 PROPOSED SCHEDULE FOR PROJECT

		DATES	
A	PLANNING AND ADMINISTRATIVE PREPARATION (INCLUDE ACTIVITY BEGUN PRIOR TO SUBMISSION OF THIS APPLICATION)	BEGINNING August 12, 1965 0865	
B	CONDUCT OF PROJECT	BEGINNING 1265 Dec.15,1965	ENDING 0866 Aug. 31, 1966

4 LOCATION OF PROJECT IN SCHOOL ATTENDANCE AREAS HAVING HIGH CONCENTRATIONS OF CHILDREN FROM LOW-INCOME FAMILIES

NAME OF SCHOOL(S) IN ATTENDANCE AREAS (IF COOPERATIVE PROJECT, GIVE NAME OF LEA AFTER NAME OF SCHOOL)	GRADE SPAN	MEMBERSHIP AS OF OCT. 1, 1965
SEE ATTACHED SHEET		
TOTAL:		

5 ESTIMATED NUMBER OF CHILDREN RESIDING IN THESE ATTENDANCE AREAS AND ATTENDING NON-PUBLIC SCHOOLS

A	ELEMENTARY GRADE SPANS 1 TO 8	982
B	SECONDARY GRADE SPANS 9 TO 12	1518
C	TOTAL:	2500

6 ESTIMATED NUMBER OF ALL CHILDREN AGED 5-17 LIVING IN THESE ATTENDANCE AREAS

A	NUMBER ENROLLED IN ANY PUBLIC OR NON-PUBLIC SCHOOL	21,280
B	NUMBER NOT ENROLLED IN ANY SCHOOL	650
C	TOTAL:	21,930

7 NUMBER OF CHILDREN AND ADULTS PARTICIPATING DIRECTLY IN THIS PROJECT (IF THIS IS A COOPERATIVE PROJECT, ENTER TOTALS HERE AND PROVIDE A SEPARATE TABLE FOR EACH LOCAL EDUCATIONAL AGENCY.)

A NUMBER OF CHILDREN PARTICIPATING (SEE INSTRUCTIONS) / AMOUNT OF TIME PER CHILD AVERAGE NUMBER

GRADE LEVEL	NUMBER ENROLLED: PUBLIC	NUMBER ENROLLED: NON-PUBLIC	NOT ENROLLED	WEEKS	HOURS PER WEEK	HOURS PER CHILD
PRE-SCHOOL	660	None	--	30	17.5	525
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
OTHER						
TOTAL:	660					
AVERAGE ALL GRADES:				30	17.5	525

B NUMBER OF ADULTS PARTICIPATING

A	TEACHERS	17
B	PARENTS	600
C	ADMINISTRATORS	1
D	ADULT VOLUNTEERS	55
E	OTHER SCHOOL PERSONNEL	24
F	OTHER ADULTS (SPECIFY) EOA Fund Workers	37
	TOTAL:	734

8 NUMBER OF OTHER CHILDREN IN THIS PROJECT AREA WHO NEED THE SERVICES TO BE PROVIDED BY THIS PROJECT OR A PREVIOUSLY APPROVED PROJECT — NUMBER

9 NUMBER OF OTHER EDUCATIONALLY DEPRIVED CHILDREN IN THIS PROJECT AREA WHO NEED OTHER TYPE OF SERVICES THAN THOSE PROVIDED BY THIS PROJECT

TYPE OF SERVICE	NUMBER OF CHILDREN
Could be extended to 3 year olds	700
TOTAL:	700

ROJ. II - SUMMARY

10 PROJECT BUDGET - NON-CONSTRUCTION (TO BE LIMITED TO ADDITIONAL COST DIRECTLY ATTRIBUTABLE TO THIS PROJECT). SUBMIT FURTHER DETAIL, INCLUDING EQUIPMENT LISTS, AS REQUESTED BY THE STATE EDUCATIONAL AGENCY.

	ITEM	SALARIES	OTHER	TOTAL
100	ADMINISTRATION			
200	INSTRUCTION	164,250	19,156	183,406
300	ATTENDANCE SERVICE			
400	HEALTH SERVICES			
500	PUPIL TRANSPORTATION SERVICE			
600	OPERATION OF PLANT			
700	MAINTENANCE OF PLANT			
800	FIXED CHARGES			
900	FOOD SERVICES			
1000	STUDENT BODY ACTIVITIES			
1100	COMMUNITY SERVICES			
	(SUM OF ITEMS 300 THROUGH 1100) SUBTOTAL:			
1220c	MINOR REMODELING			
1230	INITIAL OR ADDITIONAL EQUIPMENT			
	OTHER - SPECIFY: - SEE II DETAIL		275,200	
	(SUM OF ITEMS 1220 AND 1230) SUBTOTAL:		275,200	275,200
	GRAND TOTAL :	164,250	294,356	458,606

ESTIMATED AMOUNT REQUIRED FOR EXPENSES TO BE INCURRED BY DECEMBER 31, 1965

DOES THE TOTAL UNDER "OTHER" INCLUDE ANY AMOUNT FOR CONTRACTED SERVICES?
[ ] YES [ ] NO IF YES, PLEASE EXPLAIN IN AN ATTACHMENT.

11 DISTRIBUTE THE AMOUNT OF THE GRAND TOTAL IN ITEM 10 AMONG THE FOLLOWING CATEGORIES

	CATEGORIES	AMOUNTS FOR NEW ACTIVITIES IN PROJECT AREA	AMOUNTS FOR EXTENSION OF ACTIVITIES IN PROJECT AREA
A	FOR INSTRUCTION AND CURRICULAR PROJECTS EXPANSION, REINFORCEMENT, IMPROVEMENT, OR ADDITION TO CURRICULUM		
B	IN SERVICE TRAINING; WORKSHOPS		
C	FOR EDUCATIONAL SERVICES, SUCH AS GUIDANCE, SOCIAL WORK, PSYCHOLOGICAL AND PSYCHIATRIC SERVICES		
D	FOR SUPPORTING SERVICES, SUCH AS FOOD, HEALTH, RECREATIONAL, OR HOME SERVICES		

12 DOES THE AMOUNT "TOTAL SALARIES" IN ITEM 10 INCLUDE ANY PROPOSED PAYMENTS TO PRESENT PERSONNEL IN EXCESS OF REGULAR SALARY SCHEDULES? [ ] YES [ ] NO IF "YES" INDICATE THE AMOUNTS

A	SALARY INCREASES DUE TO ADDITIONAL WORKING HOURS	$
B	SALARY INCREASES FOR OTHER PURPOSES (ATTACH DETAILED EXPLANATION)	$

13 PERSONNEL PRESENTLY EMPLOYED BY THE LEA OR FOR WHOM POSITIONS ARE INCLUDED IN THE FY 1966 BUDGET

CLASSIFICATION (HANDBOOK IV NUMBER)		ACTIVITY ASSIGNMENT	TOTAL NUMBER IN APPLICANT'S DISTRICT		TOTAL NUMBER IN THIS PROJECT AREA	
			MORE THAN HALF-TIME	HALF-TIME OR LESS	MORE THAN HALF-TIME	HALF-TIME OR LESS
1	2	3	4	5	6	7
2230.01		TEACHING ASSIGNMENTS:				
	1	TEACHER - PRE-SCHOOL	0	0	0	0
	2	TEACHER - KINDERGARTEN	103	1	25	6
	3	TEACHER - REMEDIAL READING AND LANGUAGE DEVELOPMENT	17	2	110	0
	4	TEACHER - SPEECH CORRECTIONIST	3	1	3	4
	5	TEACHER - EMOTIONALLY DISTURBED	19		3.	0
	6	TEACHER - PHYSICALLY HANDICAPPED	20		1	1
	7	TEACHER - MENTALLY RETARDED	49	1	19	0
	8	TEACHER - SOCIALLY MALADJUSTED	0	0	8	0
	9	OTHER TEACHING ASSIGNMENTS NOT SPECIFIED ABOVE	20	7	6 Resource teachers	
	10	(SUM OF ITEMS 1 - 9) SUBTOTAL:	231	12	76-84	11
2230.02	11	TEACHER AIDE ASSIGNMENT	1			1
2230.03	12	LIBRARIAN ASSIGNMENT	25		14	6
2230.04	13	SUPERVISION ASSIGNMENT	25			24
2230.05 TO .09	14	ADMINISTRATION ASSIGNMENT (INC. 2230.05, .06, .07, .08, .09)	56	9	36	2
2230.15	15	COUNSELING ASSIGNMENT	54	7	29	4
2230.16	16	PSYCHOLOGIST ASSIGNMENT	4			3
2230.17	17	TESTING ASSIGNMENT	4	2		3
2230.18	18	SOCIAL WORK ASSIGNMENT	6			4
2230.19	19	ATTENDANCE ASSIGNMENT	12		5	3
2230.20	20	NURSES ASSIGNMENT	16		7	9
2230.21	21	PHYSICIAN ASSIGNMENT	1	6		7
2230.22	22	DENTIST ASSIGNMENT	0	0	0	0
2230.23	23	DENTAL HYGIENIST ASSIGNMENT	0	0	0	0
2230.30	24	OTHER PROFESSIONAL AND TECHNICAL ASSIGNMENTS (NOT SPECIFIED ABOVE)				
	25	(SUM OF ITEMS 11 THROUGH 24) SUBTOTAL:	204	24	91	66
	26	(SUM OF ITEMS 10 AND 25) GRAND TOTAL:	435	36	167	77

14 POSITIONS TO BE ADDED AS STAFF MEMBERS OF THE PROJECT

INSTRUCTIONS – FOR COLUMNS 3 AND 4, USE SEPARATE LINES FOR MORE THAN HALF-TIME AND HALF-TIME OR LESS.

	SPECIFIC POSITION TITLE (1)	ACTIVITY ASSIGNMENT (Col. 2, Item 13) (2)	NUMBER EMPLOYED: MORE THAN HALF-TIME (3)	NUMBER EMPLOYED: HALF-TIME OR LESS (4)	NUMBER OF MONTHS OF EMPLOYMENT (5)	NUMBER OF UNPAID VOLUNTEERS (6)
A	TEACHING POSITIONS					
	Teacher 95	~~1~~ 1	17		6	
	TOTALS:		17			
B	OTHER POSITIONS					
	Principal	14	1		7	
	Teacher assistants	11	17		6	
	TOTALS:		18			
C	TOTAL (A AND B):		35			

Project II

15 CAN THE SERVICES AND ACTIVITIES DESCRIBED IN THIS PROJECT APPLICATION BE PROVIDED IN EXISTING SCHOOL FACILITIES (WITH OR WITHOUT MINOR ALTERATIONS) OR IN RENTED FACILITIES?

1 ☐ YES 2 ☒ NO (IF "NO", COMPLETE ITEMS 16 AND 17 AND GIVE EXPLANATION BELOW UNDER "REMARKS".

16 REQUEST FOR FEDERAL FUNDS TO CONSTRUCT SCHOOL FACILITIES REQUIRED FOR THE OPERATION OF THE PROJECT

A DESCRIPTION OF NEW FACILITIES TO BE CONSTRUCTED OR MAJOR ALTERATIONS PROPOSED FOR EXISTING FACILITIES (ATTACH DRAWING)

Nine (9) movable bungalows, 28' x 62' each, consisting of 2 classrooms with bathroom facilities between the classrooms. (Total classrooms, 18 see attached drawing)

B ESTIMATED COST OF PROPOSED FACILITIES

HANDBOOK II REFERENCE NO. 1		FACILITIES 2	AMOUNT 3	TOTAL AMOUNT 4
1210c	1	SITE PREPARATION AND IMPROVEMENTS @ 4800	$ 43,200	
1220B	2	ERECTION OF NEW STRUCTURES OR ADDITIONS @ 21,500	193,500	
1220c	3	REMODELING, ALTERATION, CONVERSION OR IMPROVEMENT OF EXISTING STRUCTURES	none	
1220B, C	4	UTILITY CONNECTIONS (IF NOT INCLUDED ABOVE)	above	
	5	SUBTOTAL: (LINES 1 THROUGH 4)	XXXXXXXXXXXXX	236,700
1220B, C	6	BUILT-IN EQUIPMENT (IF NOT INCLUDED ABOVE)	above	
1220B, C	7	MOVABLE EQUIPMENT (ATTACH LIST) In section 4e	-0-	
	8	SUBTOTAL: (LINES 6 AND 7)	XXXXXXXXXXXXX	-0-
1220A	9	ARCHITECTURAL AND ENGINEERING SERVICES @ 300	2,700	
1220A	10	LEGAL AND ADMINISTRATIVE SERVICES @ 300	2,700	
	11	SUBTOTAL: (LINES 9 AND 10)	XXXXXXXXXXXXX	5,400
	12	GRAND TOTAL: (LINES 5, 8, AND 11)	XXXXXXXXXXXXX	242,100

17 PROPOSED SITE FOR CONSTRUCTION OF SCHOOL FACILITY

A IS SUITABLE SITE AVAILABLE
1 ☒ YES 2 ☐ NO

B. LOCATION OF SITE
See REMARKS below

C APPLICANT'S INTEREST IN THE SITE
1 ☒ TITLE 2 ☐ LEASE 3 ☐ OPTION TO PURCHASE 4 ☐ OTHER (SPECIFY)

REMARKS This housing program will be integrated with housing in Project III.
Housing locations:

Barton Elementary	1100 E. Del Amo Blvd.	Lincoln Elementary	1175 E. 11th St.
Burnett	565 E. Hill St.	Roosevelt	1574 Linden Ave.
Edison	625 Maine Ave.	Signal Hill	2285 Walnut Ave.
Garfield	2240 Baltic Ave.	Webster	1755 W. 32nd Way
Lee	1620 Temple Ave.	Whittier	1761 Walnut Ave.

RECEIVED
DEC 1, 1965
Office of Compensatory Education

COMPENSATORY EDUCATION PLAN

Submitted to the
California State Department of Education
Under the Provisions of PL 89-10, Title I
The Elementary and Secondary Education Act of 1965
and
SB 482, McAteer Act of 1965

ESEA PROGRAM

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701 Locust Avenue, Long Beach, California 90813
(213) 436-9931

Submitted by
Board of Education - Long Beach Unified School District
701 Locust Avenue, Long Beach, California 90813

Initiated by

W. Odie Wright, Superintendent of Schools
701 Locust Avenue, Long Beach, California 90813
(213) 436-9931

Application Authorized by
(as per Board of Education Minutes, November 29, 1965)

Francis Laufenberg, Assistant Superintendent (Business)
701 Locust Avenue, Long Beach, California 90813
(213) 436-9931

Fiscal Officer
Francis Laufenberg, Assistant Superintendent (Business)
701 Locust Avenue, Long Beach, California 90813

PROJECTS

I	In-Service Education and Curriculum Development Project	$ 45,180
II	Early Childhood Education Project	458,606
III	Remedial and Corrective Project	1,053,369
IV	Supportive and Auxiliary Services Project	318,127
V	Cultural Enrichment Project	81,715
VI	School and Community Cooperation and Extended Use of School Facilities Project	27,098

Total Federal Funds Requested: $1,984,095

Duration of Overall Program: Beginning date December 15, 1965
Ending date August 31, 1966

Date transmitted: December 1, 1965

COMPENSATORY EDUCATION PLAN

Long Beach Unified School District

A. (TITLE PAGE)

B. OUTLINE OF PROPOSED COMPENSATORY EDUCATION PROGRAM

1. Currently Operating Compensatory Education Projects for the Improvement of Education of the Culturally Less Advantaged--Long Beach Unified School District.

a. Elementary Schools	Source of Funds
Provision of extra nurse time, clerk time, counselor time to each of six elementary CLA schools.	Local district
Provision of an additional resource teacher at each CLA school to assist teachers and the principal in a variety of ways especially in reading instruction.	Local district
Strengthening Communication Skills--a project providing a special language skills teacher assigned to each of the six CLA schools to work with pupils in the primary grades.	EOA
Operation Head Start--a prekindergarten program to overcome the deficiencies in the home and community environment, operated during the Summer, 1965.	EOA
Preparation of special reading materials related directly to the local community and immediate environment of the pupils.	Local district
Additional educational excursions authorized for CLA schools to provide additional enrichment opportunities for pupils.	Local district
A special visitation program for all sixth grade pupils of the CLA schools to California State College at Long Beach.	Local district
A special in-service education program for teachers, including special orientation meetings for new teachers, faculty study sessions, and special observation lessons.	Local district
b. Junior High Schools	
Increased teacher time to provide special reading classes for pupils retarded two or more years in reading.	Local district
Increased counselor time for intensive individual and group work with pupils and parents to define goals and raise aspiration levels.	Local district

	Source of Funds
Increased nurse time to provide improved screening, follow-up on medical problems, more concentration on welfare problems and better cooperation with community agencies, more home visitations, more activity as resource person for health education.	Local district
Provision of supervised study area, with volunteer tutoring and supervision by teachers and cooperating community groups.	Local district
Organization at one school of an underachiever group with provision for special testing, individual and group conferences with pupils, parent conferences, individual work with pupils.	Local district
School libraries kept open after school as study centers.	Local district

c. Senior High Schools

Neighborhood Youth Corps Work Training Program.	EOA
Pilot work experience program in cooperation with the Bureau of Business Education of the State Department of Education.	VEA
Special pilot block-time class for under-achieving students judged to have high potential.	Local district

2. Identification of Project Areas

a. Following is a list, in rank order, of the school attendance areas of highest concentration of children from low-income families. (See section 2b below):

1) ELEMENTARY SCHOOLS:

a) Whittier
b) Lincoln
c) Edison
d) Burnett
e) Roosevelt
f) Barton
g) Signal Hill
h) Lee
i) Stevenson
j) Garfield
k) Sutter
l) Webster

2) JUNIOR HIGH SCHOOLS:

a) Franklin
b) Lindbergh
c) Washington
d) Stephens

3) SENIOR HIGH SCHOOLS

a) Long Beach Polytechnic
b) Jordan

b. The school areas selected for the Program were determined through a multi-facet study using the following criteria:

1) The percentage of fifth graders in each school reading one grade or more below the norm on the Reading Comprehension Test of the Iowa Tests of Basic Skills.
2) The percentage of fifth graders in each school who are below 90 I.Q. on the Henmon-Nelson Tests of Mental Ability.
3) The number of junior high school students in each school who are reading below the 25th percentile on the California Achievement Test.
4) The number of junior high school students in each school who are below 90 I.Q. on the Henmon-Nelson Tests of Mental Ability.
5) The number of senior high school students in each school who are reading below the 25th percentile on the Cooperative English (Reading) Tests.
6) The number of senior high school students in each school who are below 90 I.Q. on the Henmon-Nelson Tests of Mental Ability.
7) Location by school elementary areas of the number of children 5-17 years of age who come from families with incomes below $2,000 a year. This information was tabulated from: U.S. Bureau of the Census, Census Tracts Los Angeles-Long Beach, California Standard Metropolitan Statistical Area, Final Report PHC(1) 82, Washington D.C., 1962. See maps, Exhibit A.
8) Location by school areas (elementary, junior high and senior high) of the actual number of children 5-17 who were on the Aid to Families of Dependent Children (AFDC) rolls as of November 10, 1965.
9) Comparison of condition of housing structures:

   (a) Of the 159,945 housing structures in Long Beach, Lakewood and Signal Hill, the percentage of deteriorated and dilapidated units is 6.2%.*
   (b) In the areas to be served by the projects the number of housing structures is 40,222 with the percentage of deteriorated and dilapidated units being 25.3%*

10) The infant mortality rate in the whole of Long Beach in 1962 was 23.9 per 1,000 live births; whereas the mortality rate in the "Central Area" (census tracts 5732, 5733, 5752 and 5753) for the same period was 40.6 per 1,000 live births. This information was secured from Ruth McHenry, Public Health Analyst for the Long Beach Public Health Department.

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*Social Profiles for Fourteen Areas and One Hundred and Thirty Six Communities in Los Angeles County, Welfare Planning Council of Los Angeles, Research Department, Los Angeles, 1965.

*U. S. Bureau of the Census, Census Tracts Los Angeles-Long Beach, California Standard Metropolitan Statistical Area, Final Report PHC (1) 82, Washington, D.C., 1962.

3. General Objectives of the Compensatory Education Program

To help educationally deprived children to

Develop confidence, self-understanding, and a sense of personal worth

Acquire values and goals basic to self-realization

Develop a sense of identification with the school and the extended community

Develop the social skills necessary to effective interaction with others

Understand the values of education and increase motivation to learn

Increase mastery of basic skills, especially of oral and written communication

Gain knowledge of the world about them

Develop study habits conducive to success in school

Develop the ability to understand and to communicate abstractions

Improve physical and mental health by

Gaining knowledge, attitudes, and practices essential to good health
Becoming aware of specific personal health problems
Securing the professional assistance necessary to overcome personal health problems

Become aware of personal educational potentials, and aptitudes for the world of work

Develop interest and skills related to cultural and esthetic activities

4. Summary of Educational Needs of Educationally Deprived Children

Typically educationally deprived children come from homes in which little if any attention is paid or can be paid to providing

a. Proper diet.

b. Conditions conducive to good physical and mental health, including adequate privacy and quiet.

c. Educational and cultural materials.

d. Educational tradition, including reading and writing activities and acceptable spoken English.

A few blocks of their neighborhood very likely comprise the only "world" with which educationally deprived children are personally acquainted. As a consequence their real and conceptual worlds are severely restricted. The wider world of their city and its people exist vaguely "out there," and the affairs and activities of people other than those in their families and in their immediate circles do not have much meaning for them. If these children are to become effectively a part of the wider world, they need

a. Opportunities and incentive to improve the basic skills of learning

   1) To develop language, reading, and computational skills
   2) To develop ability to listen to and comprehend adult verbal patterns
   3) To develop understanding and appreciation of the cultural, economic, and political institutions of this country

b. Opportunities and incentive to participate in cultural and esthetic activities of the wider community, and to experience the satisfactions to be gained from such participation

c. Opportunities and incentive to improve self-concepts, and to develop goals and values which will help them to work toward self-realization in the wider world.

C. SUMMARY OF PROJECTS SUBMITTED FOR APPROVAL*

The coordinator of all projects is Neil Philips, Director of Special Projects.

1. Project I

   Title: In-Service Education and Curriculum Development Project

   Objective: To develop in teachers an awareness and understanding of the special needs of educationally deprived children and to develop and implement effectively curriculum designed to meet these needs.

   Procedure: A variety of in-service education opportunities will be provided for teachers designed to develop understandings, methods, and procedures for more effective teaching of the educationally deprived at various levels of maturity from preschool to high school age. Curriculum workshops will develop appropriate courses of study, and course revisions, to achieve the purposes of the Program, especially those outlined in Project III.

2. Project II

   Title: Early Childhood Education Project

   Objective: To help educationally deprived children to achieve the self-concepts, health, backgrounds of experience, and skills of communication and of social interaction requisite to success in school.

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*For detailed description of each proposed project listed below see Addendum to Part II of Program Application.

Procedure: Approximately 660 children will be enrolled in a preschool education program in 10 elementary schools. The program is patterned after the "Head Start Program" and will involve medical and dental examinations and follow-up; a nutritional program; a daily schedule of activities related to art, music, literature, science, and play; and a strong program of parent participation and social service activities. Participation in the Project will be open to children of private and parochial school families who otherwise qualify for participation.

3. Project III

Title: Remedial and Corrective Project

Objective: To help educationally deprived children to develop the motivation, self-concepts, basic skills, conceptual skills, study skills, and background of knowledge requisite to success in school.

Procedure: Major emphasis in this project is given to an intensive communication skills program, beginning with the experience approach to reading in the primary grades and including Basic Communication Skills classes of limited size at the junior and senior high school level which will stress listening, speaking, and writing skills as well. This basic program will be supplemented by specific provisions for greater individualization of instruction through use of additional certificated teachers to assist with remedial and corrective instruction in the six elementary schools most needing this help; a speech improvement specialist and teacher aides at the junior high school level; and at the senior high school level required courses in social studies and science redesigned to better meet the needs of these students. Special attention has been given to providing appropriate instructional materials including a variety of audio-visual equipment and supplies to support the program. Under this Project four parochial elementary schools and two parochial high schools will be provided with communication skills teachers specializing in remedial and corrective work in reading and language skills, and with related instructional equipment and supplies, especially audio-visual equipment.

4. Project IV

Title: Supportive Auxiliary Services Project

Objective: To help educationally deprived children to achieve success in school and move toward self-realization through health education; alleviation of physical and mental health problems; correction of speech deficiencies; educational, vocational, and personal guidance.

Procedure: This is a three-fold plan to promote the over-all health and wellbeing of the educationally disadvantaged child--educational, diagnostic, and remedial. To achieve this purpose additional specialized personnel will be provided at all levels of the school district. Included will be additional school nurses, nurse's assistants, and additional service of dentists and physicians; additional counselors and counselor's aides, and school psychologists; and community liaison workers.

5. Project V

Title: Cultural Enrichment Project

Objective: To help educationally deprived pupils toward self-realization and identification with the community by increasing their social, cultural, and esthetic knowledge, interest, and skills.

Procedure: To accomplish the purposes of this project a variety of enrichment activities will be utilized in the elementary and secondary schools--additional field trips to provide a wide range of educational experiences; paid admission for attendance at various community cultural events; provision of additional enrichment classroom materials; special summer school programs, including a week at camp Hi-Hill (the school district out-door education school); assemblies of special merit; provision of additional musical instruments for the use of students unable to afford them.

6. Project VI

Title: Extended Use of School Facilities Project

Objective: To help educationally deprived children to achieve increased success in school and individual development by providing for utilization of school facilities and assistance of school personnel after school, on Saturdays, and during summers.

Procedure: The four junior high schools in the Program will operate after-school and Saturday morning study centers and provide tutorial service by teachers and qualified lay persons. The two senior high schools will provide similar study centers on Saturday mornings. The school libraries will be used as the study centers, plus additional adjacent rooms as needed, and certain kinds of specialized equipment such as typewriters and audio-visual equipment will be available for student use. These study centers and related facilities will be available to private and parochial school students as well as to public school students.

D. PLANS FOR UTILIZATION OF FUNDS OTHER THAN ESEA

1. Project II--Early Childhood Education will be integrated with the "Head Start" program. We are a "Head Start" subcontractor with the Office of the Los Angeles County Superintendent of Schools and EOA funds will be used to augment our ESEA project. The amount that EOA will furnish for Auxiliary Services will be approximately $198,206. In addition, Project II will cost $458,606 in ESEA funds. See Project II for details of services to be furnished under EOA. The total cost of the combined EOA and ESEA components will be $656,812.

We plan to use the EOA--Adult Basic Education Program in conjunction with our work with the parents of children enrolled in preschool.

NYC "teacher aides" will be used throughout the program where they can help and profit from a worthwhile learning experience on the job.

NAPP workers will assist in recruiting eligible preschoolers and will assist in securing paid community workers (teacher assistants, etc.).

The Community Welfare Council and the PTA will assist in getting nonpaid volunteers for the program.

2. Project III--Remedial and Corrective. This project will provide for an expansion of our present EOA Communication Skills program which is functioning at six elementary schools listed in Section E4 below. EOA funds will continue to be used for this part (6 teachers).

   Project III will use NYC clerical aides at all levels, with the funds coming from EOA.

   After our projects are under way we will consider training some BPA "Work Trainees" in the offices and in other job classifications where there is need.

3. Project IV--Supportive Auxiliary Services will use the assistance of NAPP in securing paid nurse assistants and community workers and will assist with the liaison between the home and the school. The cost of the NAPP workers will be borne by EOA.

   NYC clerical aides, paid from EOA funds will be also used in this project.

4. Project VI--Extended Use of School Facilities. In this project we plan to use the assistance of NAPP, College Work Study and NYC in addition to hiring a number of community workers. The assistance we receive from the workers from Community Action Programs will be paid for from EOA funds. Other tutors and teacher assistants will be paid from ESEA funds as shown in the detail of the Project.

E. COORDINATION WITH COMMUNITY ACTION PROGRAMS

The Program has been fully coordinated with all Community Action Programs in operation in Long Beach. (See exhibits B and C.) These are:

1. EOA--Neighborhood Adult Participation Project (NAPP)
2. EOA--"Head Start." Subcontractor with Los Angeles County Schools (Application in process)
3. EOA--Neighborhood Youth Corps (NYC) is in progress at the five senior high schools. We are a subcontractor with Los Angeles County Schools. The school program is coordinated with "Out-of-School NYC" which is sponsored by the Community Welfare Council.
4. EOA--Communication Skills. Subcontractor with Los Angeles County Schools. The program is in progress at Barton, Burnett, Edison, Lincoln, Roosevelt, and Whittier elementary schools, with one teacher assigned to each school.
5. EOA--College Work Study program at Long Beach City College and California State College, Long Beach
6. EOA--Legal Aid Program sponsored by the Long Beach Economic Opportunity Council
7. EOA--Bureau of Public Assistance (BPA) "Work Training Program." We are cooperating in the training of some of their enrollees. The program is new and we expect to be of greater assistance in the future.
8. EOA--Adult Basic Education Program. Application is being prepared for submission at such time as the State Department of Education calls for applications. This will probably be some time this spring.

F. EVALUATION OF EFFECTIVENESS OF THE PROGRAM

The anticipated effectiveness of each project within the Program is based upon experience with district-operated pilot programs and upon the considered opinions and professional judgment of the district staff. Improvement in the boys and girls is expected in terms of the needs and objectives as detailed in each project.

Specific provisions have been made for evaluating the effectiveness of each project proposed as a part of this application. A variety of evaluative techniques and procedures, including appropriate measures of educational achievement, have been utilized in planning the evaluation of all objectives stated for each of the six projects submitted.

For a complete description of the evaluation plans for each project see item 6. Evaluation in each of the six detailed project descriptions included as an Addendum to Part II of the Program Application.

G. DISSEMINATION OF INFORMATION

Information on the ESEA Program of the Long Beach Unified School District will be disseminated through such media as the School Bulletin, newspapers, and professional journals. In addition, a Program Report will be prepared and copies sent to the U. S. Office of Education, the California State Department of Education, school districts in Los Angeles County, and selected large city districts throughout the United States.

H. ADMINISTRATIVE PERSONNEL

The following are the administrative personnel for the total program:

1. Coordinator: Neil W. Philips, Director of Special Projects
2. Supervisor of Instruction, ESEA (To be named)
3. Assistant Supervisors, ESEA (To be named)
   - 5 Assigned to elementary Project Schools
   - 2 Assigned to junior high school Project Schools
   - 1 Assigned to senior high school Project Schools
4. Principal, Early Childhood Education Project (To be named)

I. FACILITIES

1. Program headquarters for the Compensatory Education Program, ESEA, is located at the Board of Education Building of the Long Beach Unified School District, 701 Locust Avenue, Long Beach, California.

The individual school sites involved in the program are as follows:

Name of School	Address	Grade Level
a. Elementary schools:		
1) Public schools		
a) Clara Barton School	1100 East Del Amo Blvd.	K-6
b) Peter H. Burnett School	565 E. Hill Street	K-6
c) Thomas A. Edison School	625 Maine Avenue	K-6
d) James A. Garfield School and Eugene Field School (Annex to Garfield)	2240 Baltic Avenue 1525 Seabright Avenue	K-6
e) Robert E. Lee School	1620 Temple Avenue	K-6
f) Abraham Lincoln School	1175 E. 11th Street	K-6
g) Theodore Roosevelt School	1574 Linden Avenue	K-6
h) Signal Hill School	2285 Walnut Avenue	K-6
i) Robert Louis Stevenson School	515 Lime Avenue	K-6
j) John A. Sutter School	5075 Daisy Avenue	K-6
k) Daniel Webster School	1755 W. 32nd Way	K-6
l) John G. Whittier School	1761 Walnut Avenue	K-6
2) Private and parochial schools		
a) Holy Innocents School	2556 Pacific Avenue	1-8
b) St. Athanasius School	5369 Linden Avenue	1-8
c) St. Anthony's Elementary School	855 E. 5th Street	1-8
d) St. Lucy's School	2320 Cota Avenue	1-8
b. Junior high schools:		
1) Public schools		
a) Benjamin Franklin Junior High School	540 Cerritos Avenue	7-9
b) Charles A. Lindbergh Junior High School	1022 E. Market Street	7-9
c) William L. Stephens Junior High School	1830 W. Columbia Street	7-9
d) George Washington Junior High School	1450 Cedar Avenue	7-9
2) Private and parochial schools		
None. (Organization of these schools is normally on an 8-4 basis and therefore does not include a junior high school.)		
c. Senior high schools:		
1) Public schools		
a) David Starr Jordan High School	6500 Atlantic Avenue	10-12
b) Polytechnic High School	1600 Atlantic Avenue	10-12

2) Private and parochial schools

a) St. Anthony's Boys High School	650 Olive Avenue	9-12
b) St. Anthony's Girls High School	618 Olive Avenue	9-12

2. Facilities necessary and available for the total program

a. At the elementary school level these facilities will be used:

1) Classrooms

For remedial and corrective teachers	78
For communication skills teachers (24 half-size rooms)	12*
For language development--kindergarten	24
For reception rooms	6*
For preschool program	17*
For summer school (including Camp Hi-Hill School)	18

2) Auditoriums

In-service education	1 or more

3) Offices

Nurses' offices	12
Counselors' offices	12
General offices	12

4) Libraries 12

5) Cafeteria kitchens (Preschool program) 10

b. At the junior high school level these facilities will be used:

1) Classrooms

For Basic Communications	12
Music rooms, for after-school tutoring	4

2) Libraries--for general use and for after-school and Saturday program 4

3) Offices

Nurses' offices	4
Counselors' offices	4
Liaison counselors' offices and conference rooms	4
Speech improvement teacher	1

4) Auditoriums

For cultural assemblies and in-service education	4

c. At the senior high school level these facilities will be used:

1) Classrooms

For Basic Communications	13
For Social Studies	8
For Science	8

2) Libraries--for general use and Saturday program 2

3) Offices

Counselors' offices (providing partitions in existing space)	4

4) Clerical space and workrooms 3

J. MATERIAL AND EQUIPMENT AT THE ESEA PROGRAM HEADQUARTERS

1. The central offices of the Board of Education, which serve as headquarters for the ESEA Project, house the administrative staff, the supervisory staff, and the business staff and operations for the Unified District. The usual auxiliary staffing, housing, and related material and equipment typical of a large city school district central office are provided.

2. In addition to these general operations, a number of special facilities and services are provided.

   a. An extensive Child Welfare Services department provides a district center for health services, attendance service, counseling and psychological services, and special education (mentally retarded, physically handicapped, sight classes, hearing classes, Reading Clinic).

   b. The Research Office is responsible for educational research, fact-finding for the district, and evaluation, especially the district survey testing programs.

   c. The Office of Educational Statistics engages in fact-finding, data collecting and analyses, and preparation of certain statistical reports for the district.

   d. The Audio-Visual Department is the audio-visual center for the district.

      1) It handles the evaluation, procurement, and distribution of films, filmstrips, tapes, records, projectors of various types, tape machines, radios, TV sets, realia of many kinds, flat pictures, and the like.
      2) It also operates the district-owned FM radio station KLON which broadcasts educational programs for use in the schools of the district during the school day.

   e. The Professional Library, housed at the Board of Education, maintains an excellent and extensive collection of professional books in the field of education for the use of all staff members of the district.

   f. The Curriculum Office is responsible for a number of special services.

      1) The Curriculum Office is responsible for the development, editing, and publication of district courses of study and related materials for teachers.
      2) The Curriculum Office coordinates and administers the evaluation, selection, procurement, and distribution of all textbooks used in the district K-12.
      3) The Curriculum Laboratory, located in the Board Building, maintains a collection of basic and supplementary textbooks approved for use in the school district, a collection of sample textbooks not adopted by this district, all of the official printed courses of study for the district, and a collection of representative courses of study from other districts and sources throughout the country.

3. All of these specialized resources, in addition to those of the administrative and instructional supervisory staff are available to supplement and support the ESEA Projects proposed in the accompanying Compensatory Education Plan.

K. GENERAL STATISTICAL INFORMATION

From the data sources listed under B. 2. b. the following estimate was made as to numbers of children to be served in the complete compensatory education program:

1. Public Schools

   a. Preschool--660+ at ten elementary sites: Barton, Burnett, Edison, Garfield, Lee, Lincoln, Roosevelt, Signal Hill, Webster, and Whittier.

   b. Elementary--4,850 at public schools previously cited in B. 2. a.

   c. Junior high--1,125 at public schools previously cited in B. 2. a.

   d. Senior high--1,000 at Long Beach Polytechnic and Jordan High Schools

2. Private and Parochial Schools

   a. Elementary (grades 1-8)

      1) St. Lucy's--90 students grades 1-6
                     20 students grades 7 and 8

         A program in Communication Skills, Project III, for a total of 110

      2) St. Athanasius--9 students grades 1-6
                        1 student grade 7

         Holy Innocents--30 students grades 1-6
                        10 students grades 7 and 8

         A program in Communication Skills, Project III, for a total of 50

      3) St. Anthony's--40 students grades 1-6
                       10 students grades 7 and 8

         A program in Communication Skills, Project III, for a total of 50

   b. High School (grades 9-12)

      1) St. Anthony's Girls--70 students

      2) St. Anthony's Boys--50 students

         A program in Communication Skills, Project III, for a total of 120. Also these and the 7th and 8th graders will be welcomed in Project VI activities.

   Total number of parochial students served--330.
   No private school children eligible at present.

   Note: See Exhibits D, E, and F for verification of cooperation with private and parochial schools.

Total to be served: 7,965 (estimated)

Total in entitlement: 7,935

RECAPITULATION OF ESEA PROGRAM COSTS

Project Title	No. Tchrs.	No. Couns.	No. Nurses	No. Clks.	No. Non-Class.	Buildings	Elementary	Jr. High	Sr. High	Total Costs
I In-Service Educ. and Curr. Development	(part-time and substitutes)						$ 17,890	$13,200	$14,090	$ 45,180
II Early Childhood Education	17	(EOA)		5	17 (EOA)	$ 242,100	216,506			458,606
III Remedial and Corrective**	83E 3JH 12.9SH			6A 2EV 3B 1.5SH	6JH	212,400	485,112 23,500*	70,234	74,319 20,460*	1,053,369
IV Supportive Auxiliary Services	2JH	9.4E 7JH 5.3SH	5.3E 1JH 2SH	12E 4JH 3SH	12E 4JH 2SH		138,390	99,295	80,442	318,127
V Cultural Enrichment	(part-time employees)						57,961	15,223	8,531	81,715
VI Extended Use of School Facilities	(part-time employees)							12,920	14,178	27,098
Totals	122.9	21.7	8.3	36.5	41	$454,500	$939,359	$210,872	$212,020	$1,984,095
									Balance	20,841.45
									Entitlement	$2,004,936.45

*Private and parochial school program

**Included in project total are:

Administrative costs for the total program	$ 99,261
Evaluation - - - - - - - - - - - - - - - - -	40,040
Dissemination of information costs	4,250
Business Dept. cost for the total program	23,793
	$167,344

A D D E N D U M

PROJECT II

EARLY CHILDHOOD EDUCATION PROJECT

PROJECT II: EARLY CHILDHOOD EDUCATION PROJECT

PRE-SCHOOL EDUCATION COMPONENT

1. Needs

Children who live in poverty are subject to serious deficiencies in health, education, and general welfare. The impact of deprivation begins before the child is born. Its effects on preschool children are apparent in their

a. Physical problems
b. Lack of knowledge of the world about them
c. Limited background of experience
d. Inability to communicate
e. Lack of confidence and sense of personal worth

A preschool component designed to combat factors such as these can be a vital element of the total program.

2. Objectives

To overcome the handicaps mentioned above it is essential to identify the specific needs of each child and to design the program to meet these needs. Essential broad objectives include the following:

a. To provide for the child frequent opportunities to succeed.
b. To encourage the child's desire to learn by providing a climate of acceptance and confidence.
c. To increase the child's ability to get along with others.
d. To broaden the child's horizons, enhance his understanding of the world in which he lives, and increase his ease in oral expression by providing increasingly broad and varied experiences.
e. To improve and expand the child's ability to think, reason, and speak clearly.
f. To contribute to the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline and curiosity.
g. To improve the child's physical health.

3. Component Plan

a. Number of Children

It is proposed that 660+ children be enrolled in the following schools:

Barton	80	Lincoln	80
Burnett	80	Roosevelt	100
Edison	40	Signal Hill	40
Garfield	80	Webster	40
Lee	40	Whittier	80

Some adjustment in numbers of children enrolled at each school will be made at the time of pre-enrollment.

It is anticipated that a public information campaign will be necessary to secure enrollment of this number of children and funds for this purpose have been requested. The basic emphasis will be on getting the children of the poor to attend. Children of families with low income and of families on Bureau of Public Assistance rolls will be given priority. In addition to these children the enrollment quota will be filled by other eligible children from the project areas.

b. Parent Participation

An effective program for preschool children provides valuable educational experiences for parents. In an appropriate setting parents will assist teachers in guiding, not directing, children in the program of activity and rest or quiet and active play. By being involved in planning, participation, and discussion, parents will increase their desire and ability to be flexible and creative, and to be considerate of the social, emotional, and physical needs of their children. By observing their children in relation to other children parents will have an opportunity to learn what to expect of four- and five-year olds. They will learn effective ways of guiding their children and generally increase their understanding of their children and of themselves.

Frequent conferences between school personnel and parents will be held. In addition, parent meetings under the guidance of trained leaders will provide opportunities for parents to discuss common problems related to various aspects of family and community life.

Parents will be encouraged to attend adult education classes, such as clothing, home management, literacy training, which will be offered at nearby locations.

Parents will be employed in any personnel classifications for which it is possible to find qualified applicants. Examples of these classifications are: custodians, food handlers, clerks, teacher assistants, community relations workers, nurse assistants.

c. Medical Activities

Each enrollee will be provided a complete physical examination, including tests of vision and of hearing; tuberculin tests; tests for anemia and kidney disease; immunization, inoculations, and vaccinations as needed; dental examination and follow-up. Dental follow-up will be conducted with the cooperation of local professional organizations and will also include actual dental work by contract with dentists or the Dental Clinic.

d. Social Service Activities

Leadership in social service activities will be provided by counselors. Through parent conferences and home visits, they will identify problems requiring extended or advanced social service activity, and by working through appropriate community agencies, they will secure the type of help indicated by the problem.

e. Nutritional Program

At the beginning of each session children will be offered fruit juice and oatmeal cookies. At the end of each session they will be offered one-half pint of milk, a sandwich, fruit, and additional items as available. The estimated cost of this program is 40 cents per child per day to be paid from EOA funds.

The nutritional program will be under the supervision of the Cafeteria Department of the Long Beach Unified School District, and the Long Beach Department of Public Health.

f. Daily Schedule

The daily schedule will include activities related to art, music, literature, science, and play. Activities will be designed to help children experience a sense of achievement, success, and recognition; to explore and discover new interests; to become aware of the wonders of their environment; and to release physical and emotional tension.

The daily schedule will be tailored to the needs of the children of the particular class and will be sufficiently flexible to allow for the inclusion of such occasional activities as field trips. The following schedule will be used as a guide:

8:45- 9:00	Nutrition (Oatmeal cookies and juice)
9:00-10:00	Inside and outside free play. (This enables children arriving late to join the group easily.) Large muscle activity. (For example: play on slides, bars, tricycles; with blocks; in the sandbox.)
10:00-10:15	Toileting and washing hands
10:15-11:00	Finger painting, story time, science activities
11:00-11:30	Rest or quiet time Music activities, creative activities (For example: construction, painting, working with clay, dough, or crayons, listening to records, rhythms)
11:30-12:00	Free play
12:00-12:15	Nutrition (Sandwich, milk and fruit)

4. Personnel, Equipment, Supplies, Housing, and Other Costs

a. Personnel* ESEA costs for 6 Months

1	Principal (7 months)	$10,987
17	Teachers	84,900
17	Teacher Assistants @ $2.88 per hour each (to be hired from the community)	54,060
4	Clerks (6 months)	10,408
1	Secretary for principal (7 months)	3,895
	Total personnel costs	$164,250

Note: ½ teacher will assist principal in total program unless enrollments increase to require an additional class. ½ teacher assistant will pair with one of 16 neighborhood workers for the 33rd class.

b. Supplies and Services

Custodial service	$ 7,896	
Utilities @ $5 per month, per room	510	
Postage and printing	700	
Instructional supplies	4,250	
Large toy allowance (660 x $1 per mo.)	3,300	
Total supplies and service		$ 16,656

c. Travel Expenses

Travel, 18 staff members, approximately 10 miles per day x 10¢ per mile	$ 2,500	$ 2,500

d. Curriculum and In-service Education (Included in Project I) --- ---

e. Equipment

9 pianos @ $600 each	$ 5,400	
6 movie projectors @ $450 each	2,700	
9 filmstrip projectors @ $40 each	360	
9 tape recorders and listening posts @ $200 each	1,800	
9 refrigerators @ $150 each	1,350	
17 sets of pre-school furniture, including rug, rest mats, chairs, tables @ $600 set	10,200	
28 desks, rotary chairs, side chairs, and files @ $175 set	4,900	
Other miscellaneous nursery school materials as selected from standard lists	6,390	
Total equipment costs		$ 33,100

f. Housing (Portable Bungalows)

18 classrooms (9 portable bungalows)
Includes: construction of standard bungalow, bathroom, site preparation, utility and sewer connections, fees, etc. @ $26,900 per double room

Note: Facilities will need to be added at the following elementary school sites to house the project. In some cases the housing will be integrated with the housing for the elementary communication skills program (Marked with *)

School	Estimated Enrollment	Rooms Needed	Double Bungalows
Barton	80	2	1
Burnett	80	2	1
Edison	40	1	½*
Field) Garfield)	80	2	1
Lee	40	1	½*
Lincoln	80	2	1
Roosevelt	100	3	2*
Signal Hill	40	1	½*
Webster	40	1	½*
Whittier	80	2	1
	660	17	9

*Roosevelt is centrally located in the Project area and it is quite possible that we will add to the pre-school component or use the spare room for parent education or the Project offices.

Total housing costs $ 242,100 $ 242,100

g. Auxiliary Services (EOA Funds)

1) Personnel*

3 Home consultants (certificated, 6 months)	$ 18,000
16 Neighborhood workers (6 months @ $2.10 hr.)	37,088
10 Cafeteria workers--nutritional aides (6 months)	27,000
3 Nurses (6 months)	15,696
2 Speech therapists (6 months)	12,000
3 School psychologists (6 months)	21,600
Total personnel (EOA Funds)	$ 131,384

2) Other costs

660 Medical and dental examinations @ $30	19,800
660 Medical and dental follow-ups (treatment) for those not qualifying for community service. Approximately 10% of children	4,620
Nurse supplies	600
Food 660 x .40 per day	36,432
Travel, 13 staff members	1,740
Field trips 660 x $4	2,640
Enrichment and special event fees 660 x $1.50	990
Total other costs (EOA Funds)	$ 66,822

A total of $198,206 will be spent from EOA Funds for Project II.

5. Summary of Component Costs (ESEA Funds)

a. Personnel	$ 164,250
b. Supplies and services	16,656
c. Travel expenses	2,500
d. Curriculum and in-service education	---
e. Equipment	33,100
f. Housing	242,100
Total component costs	$458,606

*Includes fringe benefits

6. Evaluation

a. To establish a "baseline" from which changes can be measured, a standardized and/or locally constructed test will be given to a representative sample of the children involved in the project. This will be administered early in the project and will be repeated near the end of the semester. Changes in children's scores will be reported.

b. A sample of parents of children in this project will be interviewed near the end of the semester to determine parent-evaluation of the program.

c. Records will be kept to make available the following information:

1) Percentage of parent participation for three selected dates during the project's duration.
2) Number and kinds of medical or dental "follow-ups" resulting from the physical examinations given these children.
3) Number of home visits made by the counselor.
4) Number and identification of field trips taken.

d. Three competent observers, not associated with the project, will be asked to fill out an observation schedule for a sample of the classrooms near the beginning, the middle, and the end of the project. Observed changes will be reported.

e. In addition to the above measures of evaluation for the Spring 1966 Semester, plans are under way to have the kindergarten teachers in the Fall of 1966 offer their professional judgments as to the value of the pre-school education project.